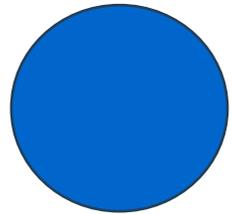
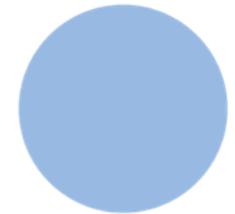
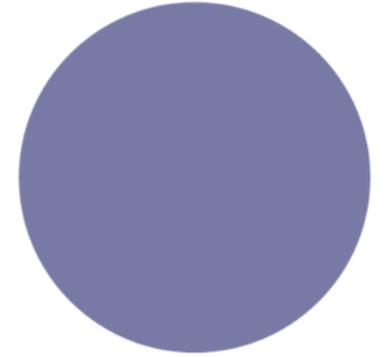
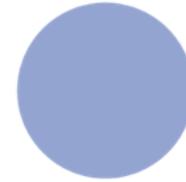
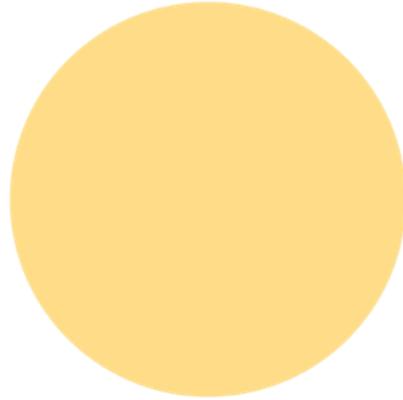
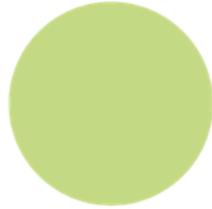




ALIANTELE EUROPENE SI NOILE
TRANSFORMARI IN FORMAREA
UNIVERSITARILOR DIN PERSPECTIVA QA
- normativitate și flexibilitate -



**Academic-staff training in the European
University Alliances**



Academic-staff training in the European Alliances

1. Alliances with explicit, structured, clearly documented and approved teacher/staff development initiatives at the alliance level
2. Alliances with frequent or constant staff-training activities, but without full structured system (agreed and approved at the alliance level)
3. Alliances that mention staff development or teaching-capacity building in strategy, but without specific structured details
4. Alliances with little or no publicly visible teacher/staff training information

1. Alliances with explicit, structured, clearly documented and approved teacher/staff development initiatives

These alliances publicly provide training catalogues, staff-weeks, pedagogical development programs, or ongoing professional-development structures.

- **Unite!** : full staff-training catalogue (pedagogy, language, digital skills, wellbeing)
- **4EU+** : Professional Learning Academy; structured staff skills/upskilling activities
- **EDUC** : centralized training, staff-weeks, community-building events
- **CHARM-EU** : active in pedagogical professional-development events & cross-alliance PD forums

2. Alliances with frequent or constant staff-training activities, but without full structured system (not fully agreed or approved at the alliance level)

- Staff weeks
- Workshops for teachers
- Digital teaching / AI training sessions
- Mobility-based staff exchanges
- Pedagogical development events
- Research-teaching integration training
- Trainings linked to joint programs or co-teaching

These alliances do not have a visible “catalogue”, but they publicly mention or advertise

2. Alliances with frequent or constant staff-training activities, but without full structured system (not fully agreed or approved at the alliance level)

Typical examples (non-exhaustive):

- EUGLOH
- CIVIS
- EU4DUAL
- SEA-EU
- ENLIGHT
- Aurora
- YUFE
- EU GREEN
- UNITA



3. Alliances that mention staff development or teaching-capacity building in strategy, but without specific details

These alliances use terms such as:

- “capacity building for staff,”
- “co-teaching opportunities,”
- “joint pedagogical development,”
- “professional exchange,”
- “mobility for teachers/staff,”

But without concrete public evidence of training events or resources invested or dedicated to this kind of programs

4. Alliances with little or no publicly visible teacher/staff training information

These alliances provide public information on:

- joint degrees
- student mobility
- research collaboration
- innovation ecosystems

but nothing traceable about staff training or teacher development

This does not mean that no training exists, only that no public evidence is available on their public information released publically

Category	Meaning	Estimated %	Approx. number
1. Structured, explicit training systems	Catalogue / academy / regular PD system	6%	4
2. Regular public training events	Staff weeks, PD workshops, AI/digital teaching etc.	20–25%	13–16
3. Strategic mentions without details	“Capacity building”, “co-teaching” etc.	35–40%	23–26
4. No public evidence	No traceable public staff-training content	30–35%	19–23

Mapping on publicly available documents and resources (Dec. 2025)

Possible reflections

1. Very few alliances (under 10%) have fully developed, visible training ecosystems

- Unite! is the gold standard
- 4EU+ also stands out due to its Professional Learning Academy

2. A quarter of alliances provide training, but inconsistently

- These rely mainly on staff weeks, mobility or individual workshops, rather than a structured institutional system

3. Most alliances state staff-development intentions, but do not publicize outcomes

- This can be due to: internal-only documents, member-university autonomy, decentralized training, lack of communication strategy, early-stage development

4. Around one-third have no priorities or visible activity in this area

- Often smaller, newer alliances or those focused more on research and innovation than on teaching



Staff mobility, staff development and staff training in European Universities Alliances

Evidence from EC report (January 2025)

1. Mobility of academic and administrative staff

Evidence from EC report (January 2025)

- Dedicated joint strategies for staff mobility **exist in 34% of alliances** and are **under development in another 45%**, signalling institutionalisation of mobility
- Intra-alliance **staff mobility increased by 28%** in the first three years of the alliances' operation
- Alliances experimented with physical, virtual and blended mobility formats, with **virtual mobility peaking at 90% during the pandemic**
- Mobility is mainstreamed, viewed as beneficial also for administrators, HR staff and service units that were **not traditionally mobile**



2. Mobility initiatives implemented across alliances

Evidence from EC report (January 2025)

The most widespread mobility activities for staff include:

- **Teaching staff exchanges (89%)**
- **Staff weeks (84%)**
- **Joint professional training programmes (71%)**
- **Job shadowing placements (53%)**

Financial incentives for mobility

These activities are arranged and scaled at alliance level to facilitate cross-border cooperation.



3. Professional development and pedagogical training

Evidence from EC report (January 2025)

- **Teaching training and seed funding** for lecturers to co-develop pedagogical innovations are widely offered.
- **Challenge-based learning staff training** is present across alliances, based on comparative evidence.
- Almost half of alliances **offer structured professional development programmes**, signalling a widespread commitment to continuous staff learning.
- **50% of alliances have professional development for university staff**, with an additional **32% under development**.



4. Administrative staff internationalisation and workplace learning

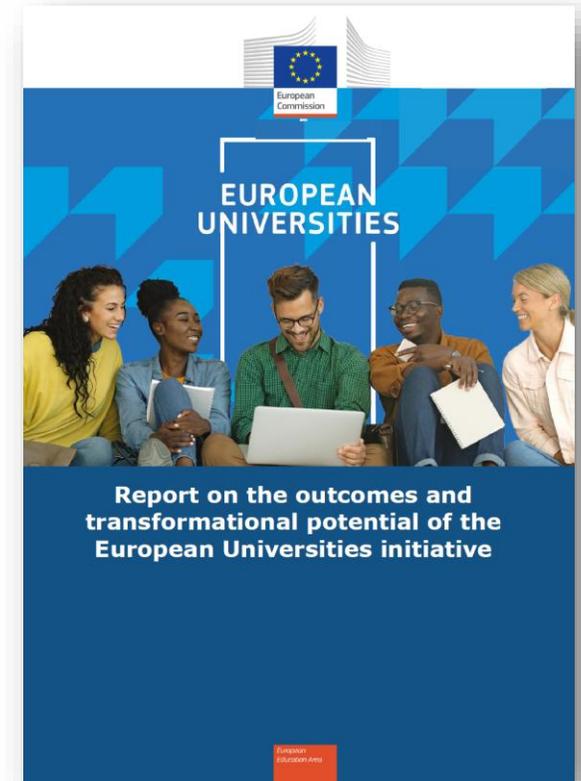
Evidence from EC report (January 2025)

Administrative staff benefit from:

- language courses
- intercultural competencies training
- staff weeks
- job shadowing placements
- cross-institutional dissemination and events

Mobility generates **organisational learning**:

- exposure to new administrative models
- benchmarking of operations
- internal transformation of home institutions
- more inclusive environments for students and staff



5. Staff mobility, staff development and staff training in European Universities Alliances

Evidence from EC report (January 2025)

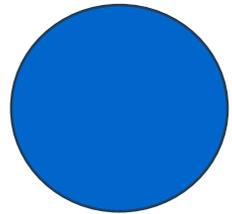
Staff mobility in alliances is:

- structurally embedded
- widely scaled across academic and administrative roles
- increasingly diverse (physical, virtual, blended)
- strategically funded and monitored

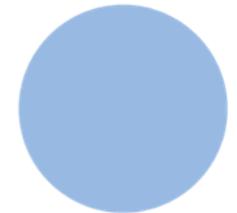
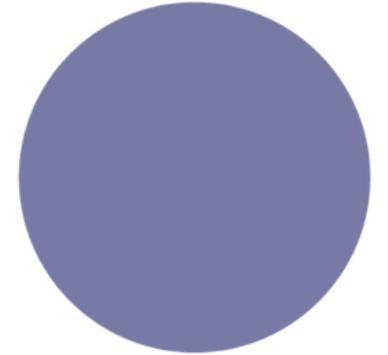
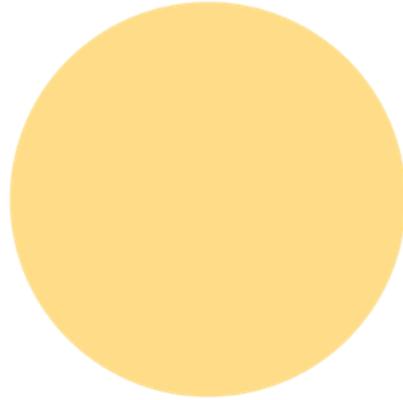
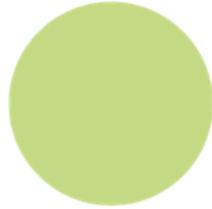
Staff development in alliances is:

- pedagogically oriented (teaching innovation)
- upskilling oriented (languages, intercultural skills, project management, digital skills)
- delivered through short courses, mentoring, communities of practice
- significantly expanded for administrative personnel

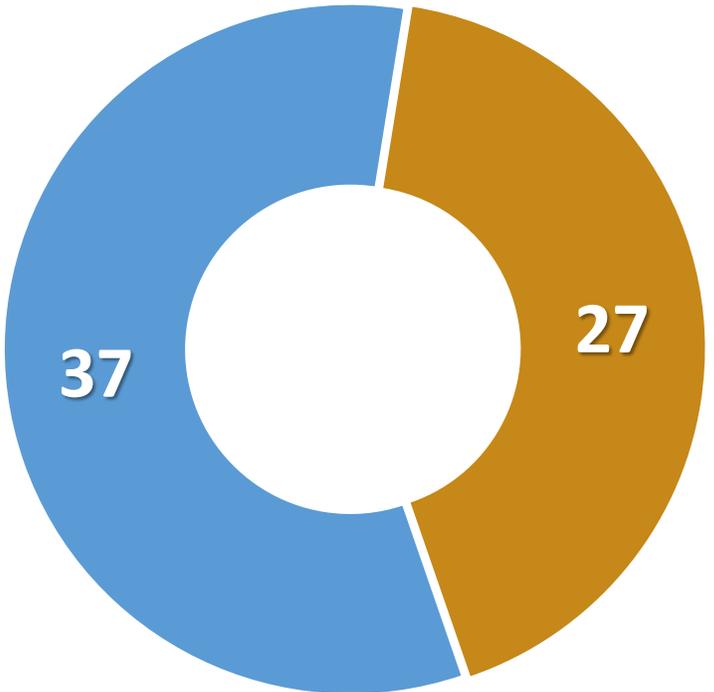




**Academic staff training in the European
Universities Alliances
Evolutions and comparaisn**



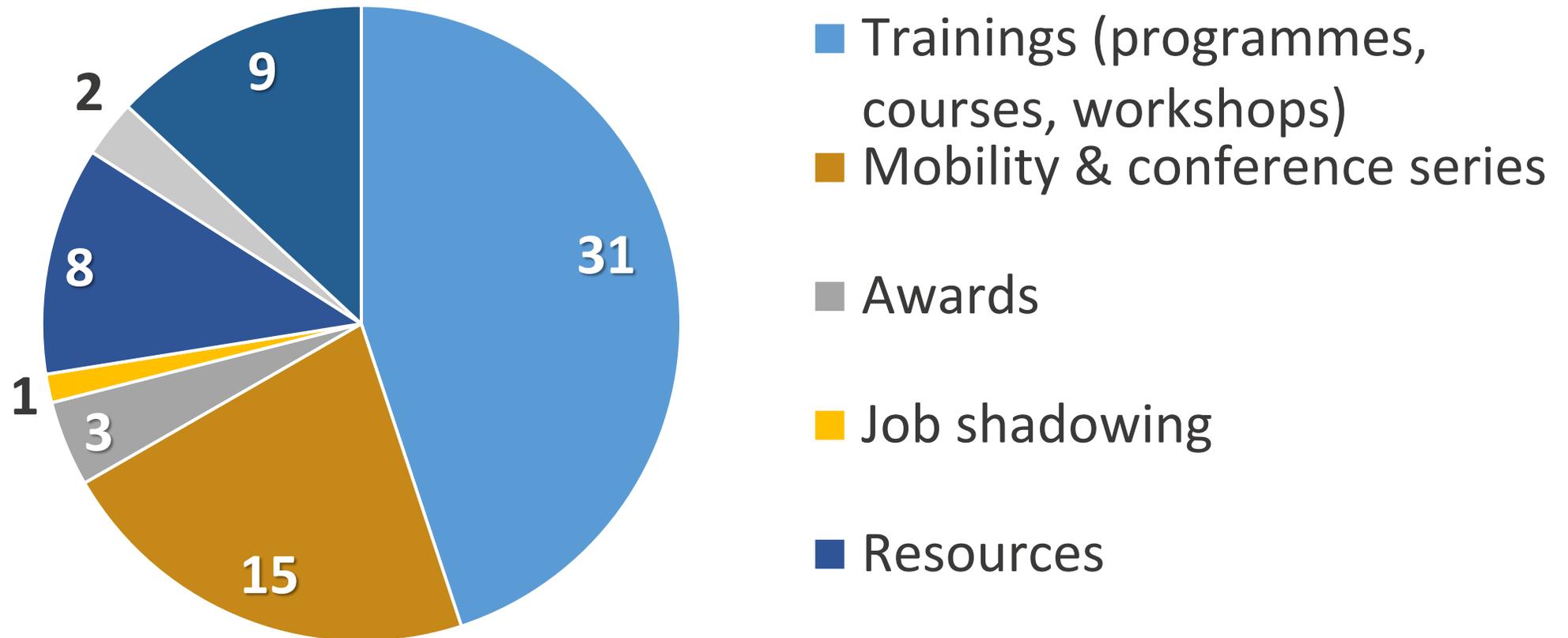
Alliances with teacher training initiatives (N = 65)



■ Alliances with teacher training initiatives ■ Alliances with no teacher training initiatives

Mapping on publicly available documents and resources (Nov. 2024)

Teacher training initiatives among European Alliances*



Mapping on publicly available documents and resources (Nov. 2024)

Trainings under a variety of formats across Alliances

Courses

Practical skill-building
(e.g., ENHANCE's online learning workshop, CIVIS's Innovative Pedagogies Workshops)

Workshops

Comprehensive programmes
(e.g., EULiST's Courses for Academic Staff, ULYSSEUS's Digital Soft Skills)

Programmes

Targeted staff development
(e.g., Circle U.'s CU.til Week, EPICUR's Centre for International Teaching & Learning)

Trainings

Framework-level initiatives
(e.g., CIVICA Teacher Development Programme, T4EU's Professional Development Programme)

Identified patterns

Emphasis on Pedagogical Innovation

Initiatives like Arqus's and CIVIS's Workshops highlight pedagogical innovation as a recurring theme

Focus on Digital Transformation

Multiple Alliances integrate digital skills and virtual mobility (e.g., FORTHEM Digital Academy, Unite!'s catalogue)

More than staff-trainings in Alliances

Mobility Programmes

Emphasis on teacher exchanges and visiting professorships

(e.g., 4EU+ Visiting Professorships, Una Europa Teaching Mobilities Database, T4EU Chair Programme)

Resources

Development of pedagogical tools and frameworks

(e.g., CHARM-EU Pedagogical Handbooks, Unite! Online Teaching Digital Toolbox, CIVIS Innovative Pedagogies Handbook)

Communities of Practice

Platforms fostering collaboration and peer learning

(e.g., EELISA Communities, EuroTeQ Learning Lab)

Conference series

Focused on sharing innovative practices

(e.g., ENLIGHT Teaching & Learning Conference, T4EU Conference for Innovative Teaching)

Awards

Incentivising excellence

(e.g., Arqus Teaching Excellence Awards, ENLIGHT Excellence in Teaching & Learning)

Erasmus+ Teacher Academies

Coordinated approaches to professional development

(e.g., CIVIS UNI-T Academy, EUniWell Teacher Education for a Future in Flux)

Job Shadowing

Experiential learning for skill enhancement

(e.g., FORTHEM Explore International Education)

Identified patterns

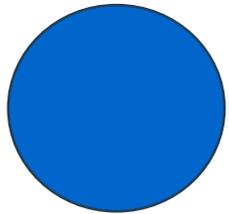
Collaborative Frameworks

Communities of practice (e.g., INGENIUM Education Lab) support inter-institutional cooperation and innovation

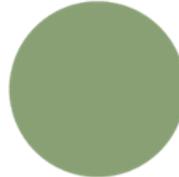
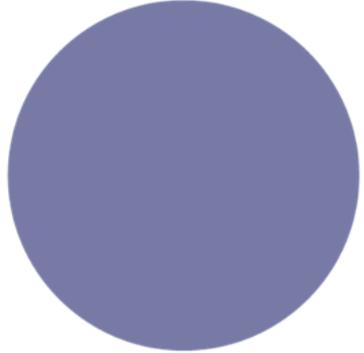
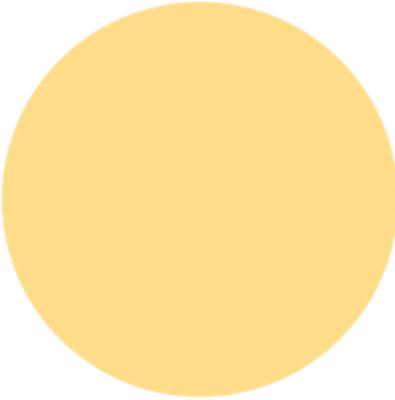
Resource Integration

Bespoke teaching materials aligns with digital and interdisciplinary goals (e.g., INVEST Supportive Materials)

Mapping on publicly available documents and resources (Nov. 2024)



**QA approaches and mechanisms in
teacher training**



ESG

European standards and guidelines for quality assurance (EHEA, 2015)

- **Purpose & scope:**
 - Foundation of QA across the European Higher Education Area (EHEA).
 - Adopted through the Bologna Process to align internal and external QA.
 - Focuses on learning and teaching, including links to research and innovation.
- **Core principles:**
 - Institutions have primary responsibility for quality.
 - QA must reflect diversity across systems and institutions.
 - Encourages continuous enhancement and quality culture.
 - Promotes transparency, trust, and mutual recognition.
- **Structure:**
 - **Internal QA – within higher education institutions.**
 - **External QA – by quality assurance agencies.**
 - **QA Agencies – standards for agencies themselves.**

- **Purpose & scope:**

- Global framework for tertiary education quality assurance, including formal, non-formal and short learning programmes .
- Developed to reflect diversity, inclusion, and flexible pathways in global education.
- Encompasses cross-border, online, and micro-credential provision.

- **Core principles:**

- Support diversified tertiary education through adaptable QA.
- Establish international quality hallmarks for credibility and trust.
- Encourage capacity building and continuous enhancement.

- **Structure:**

- **Baseline Standards** – legitimacy, governance, resources, internal QA.
- **Field Modules** – cross-border QA, short learning programmes, distance education.
- **Quality Enhancement Continuum** – Efficiency → Relevance → Transformation.

ESG & ISG

A comparative perspective

Aspect	ESG (EHEA)	ISG (Global)
<i>Scope</i>	<i>Higher education within EHEA</i>	<i>Global tertiary education (ISCED 4-8)</i>
<i>Focus</i>	<i>Learning & teaching quality in HEIs</i>	<i>Broader QA – including micro-credentials & short learning programmes</i>
<i>Purpose</i>	<i>Alignment and mobility across Europe</i>	<i>Inclusivity, diversity, cross-border QA</i>
<i>Structure</i>	<i>3 components (internal, external, agencies)</i>	<i>3 modules (baseline, field-specific, enhancement)</i>
<i>Approach</i>	<i>Compliance + enhancement</i>	<i>Enhancement continuum toward transformation</i>
<i>Governance</i>	<i>EHEA & EQAR (+ ENQA)</i>	<i>INQAAHE & (global) QA agencies</i>
<i>QA emphasis</i>	<i>Student-centred learning, transparency</i>	<i>Legitimacy, trust, adaptability to new provision types</i>

Reaching possible models for QA of micro-credentials

Possible sources of evidence

Policy documents and reviews:

Impact analyses, system-wide reports.

Drafts do not count!

Statistics:

Available from the statistical office. The existence of a management information system is a guarantee of success.

Stakeholder feedback:

Surveys; teamwork ("quality circles"); peer-review feedback; focus groups; individual interviews.

Benchmarking:

Comparative analysis to understand what best fits the context and culture.

Performance results:

e.g., annual reports and any other evidence of performance.

1. Alliances with documented and wide QA frameworks that include elements indirectly linked to staff training

Staff / teacher training is not the primary target, but the frameworks affect teacher quality because they evaluate joint teaching, curriculum design, pedagogical methods, workload, assessment etc.

Many alliances have published QA systems that apply to all joint programs, joint courses, or shared educational activities, **but only a few about QA on staff / teacher training**

4EU+ : the clearest alliance-level QA instrument (4EU+QUALITY)

The 4EU+QUALITY system is a full, documented, internal QA mechanism, which covers:

- design and review of joint courses
- monitoring of teaching quality
- transnational course evaluation
- shared standards for learning outcomes
- alignment of teaching practices across countries



Although not labelled as “teacher-training QA,” the framework implicitly evaluates and regulates teaching quality, making it one of the few alliances with a real QA instrument affecting teacher competence.

CHARM-EU : QA architecture for joint programs and staff development

CHARM-EU has a specific QA model developed during its Erasmus+ European Universities pilot, which includes:

- an alliance-wide Quality Assurance Framework
- QA for transdisciplinary teaching
- monitoring of teaching innovation
- evaluation of collaborative teaching teams

Teacher training / teachers competence is assessed through joint course evaluations and collaborative teaching QA processes.



EUTOPIA - Joint Program QA and Teaching Innovation



EUTOPIA implements alliance-level processes for:

- joint course approval
- alliance-wide instructional design principles
- teaching innovation review (EUTOPIA Learning Communities)

This includes evaluation of teaching practices across universities.

Not formal “teacher training QA,” but teaching-quality review is built into program evaluation.

2. Alliances with partial QA frameworks which impact teacher quality indirectly

These alliances have QA procedures for joint educational activities, but not a full alliance-wide QA system.

ENLIGHT

- Joint program QA templates
- Peer-review of course design
- Guidelines for internationalized teaching

UNITE!

- QA for joint learning offers, microcredentials, digital teaching
- Their staff-training catalogue includes evaluation mechanisms (course feedback and peer-review)

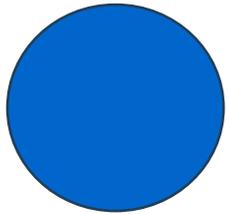
3. Alliances with QA statements or policies, but no evidence of alliance-wide tools

This alliances may mention:

- quality culture
- monitoring of mobility
- shared standards for learning outcomes
- common evaluation surveys

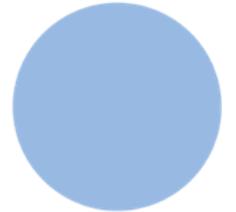
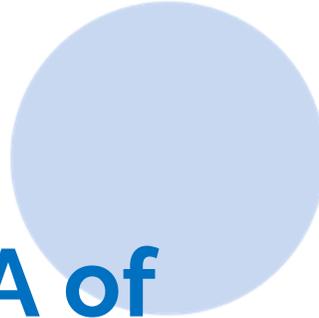
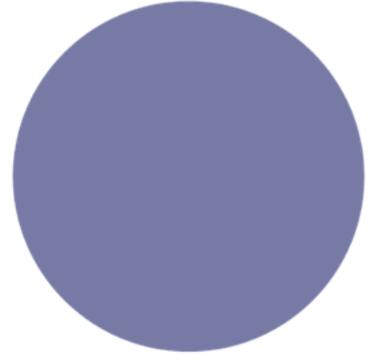
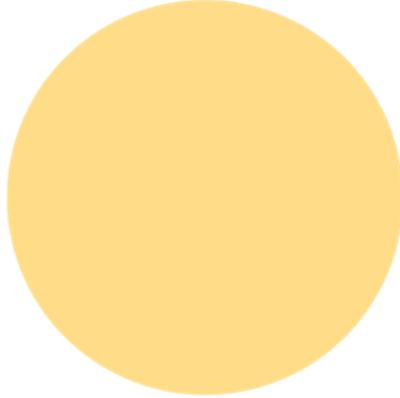
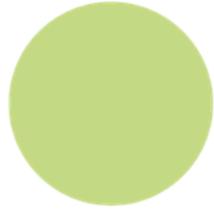
but they do not publish QA models or instruments.

These alliances rely on member universities' QA systems, not on joint instruments.



I'MINQA

**A brief overview of QA of
European Universities Alliances**



QA in European universities alliances – current state

Based on I'MINQA project (I'MINQA, 2025)

Diverse stages of internal QA development:

- Majority of alliances' internal QA systems are **either in progress (53%) or early stages (18%)**.
- Limited advanced QA structures; **18% see no immediate need due to trust in existing institutional** QA systems.

Common QA activities:

- Joint programmes (94%)
- Summer schools (76%)
- **Micro-credentials (65%)**
- Traineeships (24%).

Key challenges:

- Sustainability concerns related to long-term EU funding.
- Alignment with diverse national regulations and practices

The logo for I'MINQA, featuring the text 'I'MINQA' in a bold, sans-serif font. The 'I' and 'A' are dark blue, while the 'MIN' is a light green color.

External QA – Current practices & challenges

Based on I'MINQA project (I'MINQA, 2025)

Lack of alliance-level external QA:

- *No external QA evaluations conducted at the alliance level yet (except one pilot – UNITA Alliance, based on EuniQ model)*
- *56% of alliances express interest for benchmarking and strategic improvement.*

Main obstacles:

- *Limited institutional resources.*
- *Early stage of internal QA systems development.*
- *Complexity of aligning diverse national QA frameworks.*

European approach for QA of joint programmes:

- *Recognised as valuable for joint programmes.*
- *Limited application due to national regulatory constraints,*
- *What about a similar one for micro-credentials?*

The logo for I'MINQA, featuring the text 'I'MINQA' in a bold, sans-serif font. The 'I' and 'QA' are dark blue, while the 'MIN' is a vibrant green.

Future scenarios for Alliance QA – preferences & feasibility

Based on I'MINQA project (I'MINQA, 2025)



Internal QA preferred vs feasible scenarios:

- **Preferred:** Fully joint internal QA covering all alliance activities (education, research, management, support).
- **Most Feasible:** Flexible internal QA system guided by activity-specific needs and managed by sub-consortia.

External QA preferred vs feasible scenarios:

- **Preferred and Feasible:** No compulsory external QA at alliance-level. QA handled individually by institutions according to national requirements.
- **Alternative scenarios** involving compulsory alliance-level QA received limited support due to concerns over added complexity and practical implementation.

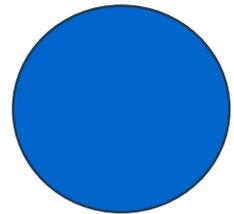
Future scenarios for Alliance QA – preferences & feasibility

Based on I'MINQA project (I'MINQA, 2025)

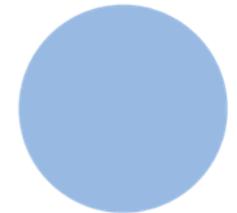
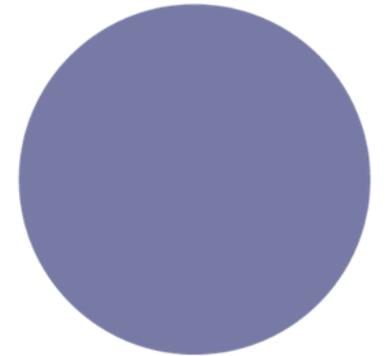
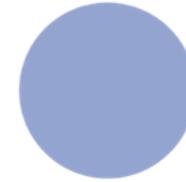
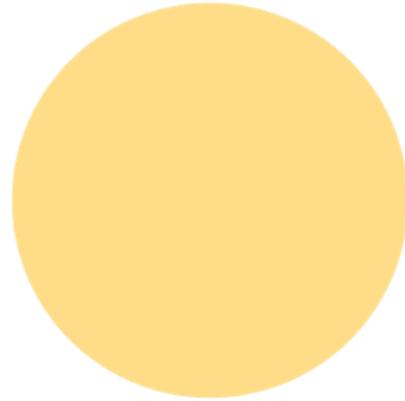
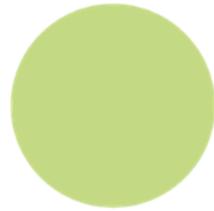
Consensus:

- *Scepticism towards the immediate necessity and feasibility of compulsory alliance-level external QA.*
- *Agreement on the need for **further dialogue, clearer frameworks, and removal of national barriers** for broader implementation of European QA tools (European Approach, Cross-border QA).*

I'MINQA



**Why teacher-training QA
is essentially missing or is limited at alliances
level ? Possible explanations**



Structural barriers -

QA in Europe is focused national, and limited, transnationally

QA in European teacher training activities at the alliances level

- focused on national competence, and tied to national laws, and also to the national qualifications frameworks
- alliances are transnational networks, they cannot impose easily teaching standards on universities.

Alliances lack legal personality / authority: most alliances do not exist as legal entities, which creates some consequences, with limited access to:

- accredit staff-training programs
- formally evaluate teachers employed by universities
- cannot certify teaching competences

Their mandate is coordination, not regulation

Teacher training assimilated as a HR domain are fragmented across institutions

Teacher/academic staff CPD (continuous professional development) is:

- delivered by local teaching & learning centers
- managed in institutional HR departments
- evaluated by institutional performance systems

Alliances have limited actions harmonize these HR structures, hence

- each university maintains its own CPD QA
- alliances only offer supplementary training

Alliances prioritize joint programs - QA follow strategic incentivization at the EU funding

QA follow strategic incentivisation according to the EU funding

- joint degrees, mobility, virtual exchanges, microcredentials, European Degree

Teacher training is not a funding priority in Erasmus+ EUI calls, thus alliances invest their QA resources in:

- program-level QA, digital platforms, joint curricula

Teacher-training QA remains peripheral

Lack of common standards for academic teachers competence across Europe

Lack of common standards for teacher competence across Europe for:

- digital pedagogy
- international pedagogy
- co-teaching
- research-based teaching
- microcredential teaching
- recognition of teacher training

Without shared standards, alliances cannot create shared QA models

Alliances limited capacity to implement robust QA

Alliances limited capacity to implement robust QA, most alliances run on:

- limited coordination staff
- short funding cycles
- rotating leadership
- temporary work packages

Maintaining a QA system requires:

- data collection
- audits
- peer review
- continuous cycles

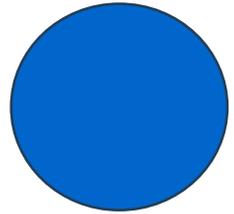
This exceeds the operational capacity of most alliances

Political sensitivity: teaching quality is “ownership” of member universities

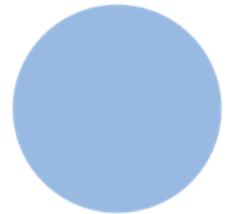
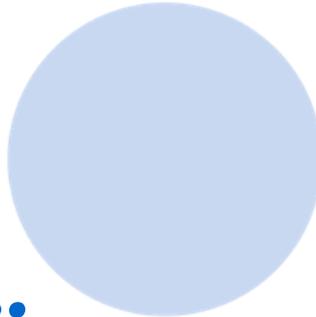
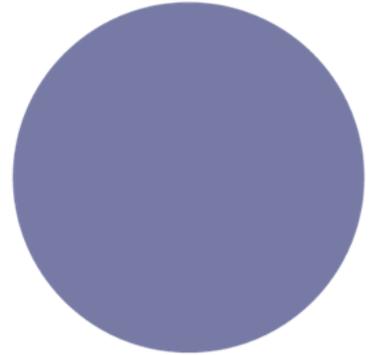
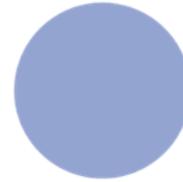
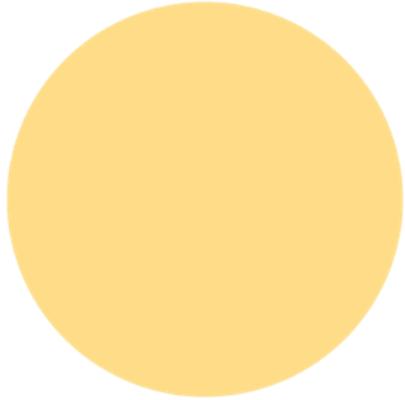
Teaching quality is “ownership” of member universities which are cautious about:

- sharing internal evaluation mechanisms
- comparing teacher quality across borders
- allowing external oversight from alliance structures
- harmonizing pedagogical standards
- exposing staff competence gaps

Thus, alliances focus on programme quality, not teacher quality



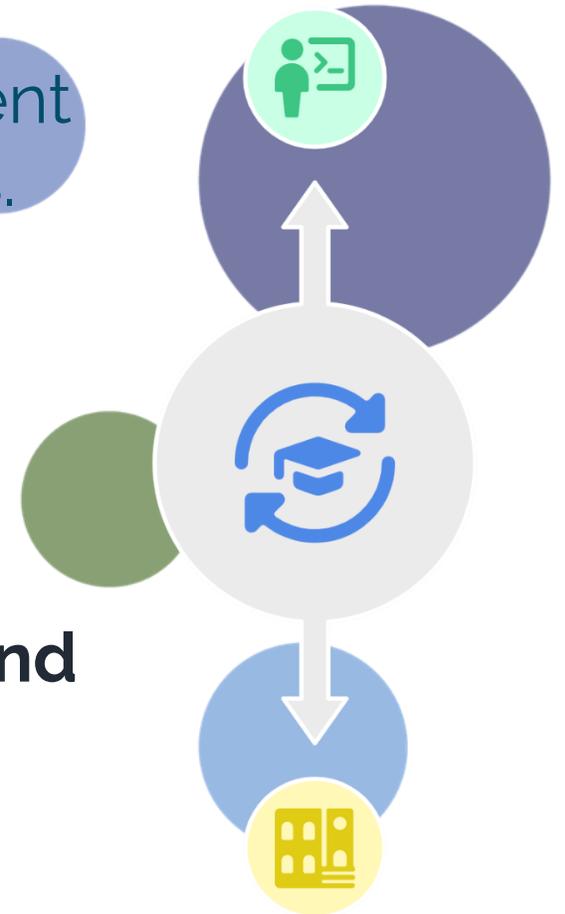
Possible solutions ...
New ways for flexibility ...



The connection between flexible learning pathways and learning arrangements

These two concepts are closely related but serve different functions in the context of European University Alliances.

- **Flexible learning pathways** are about the learner's **experience and academic journey**: personalisation, autonomy, and progression across space, time, and modes.
- **Learning arrangements** are about the **institutional and pedagogical structures** that make these flexible experiences possible, authentic, and credible.



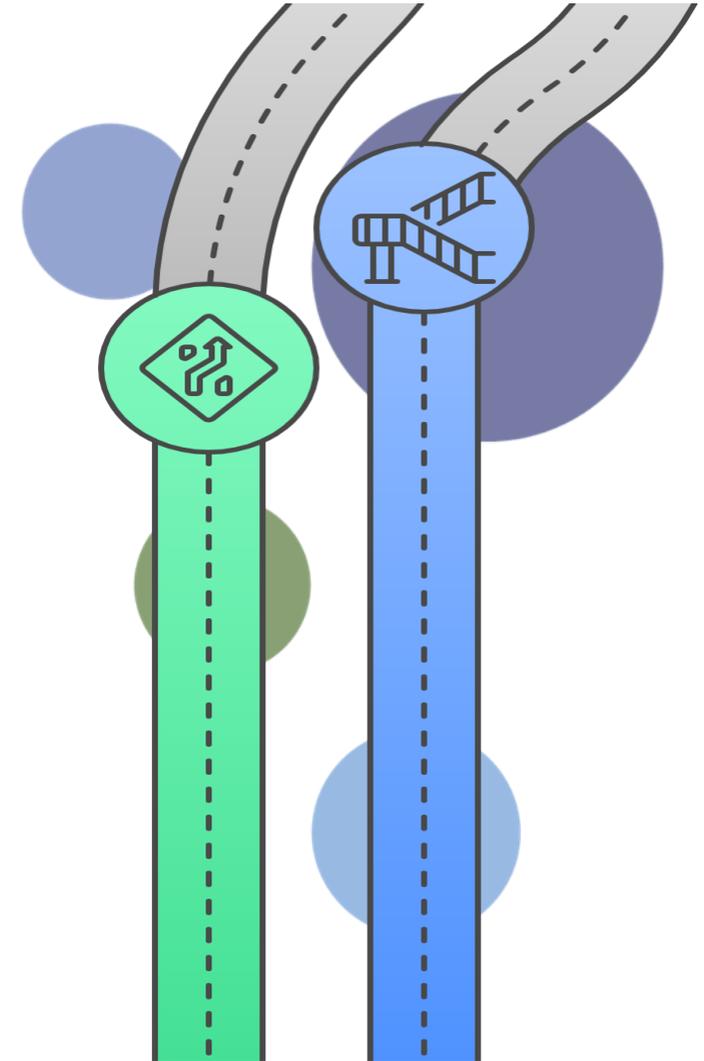
From inclusion to inclusivity

Structural and functional intersections

Precondition of thinking and approaching of

- **flexible learning pathways**
as roads / journeys, and
- **learning arrangements**
as the infrastructure (bridges, intersections, traffic rules)

that allows travellers (students) to move freely, change direction, or explore side routes.



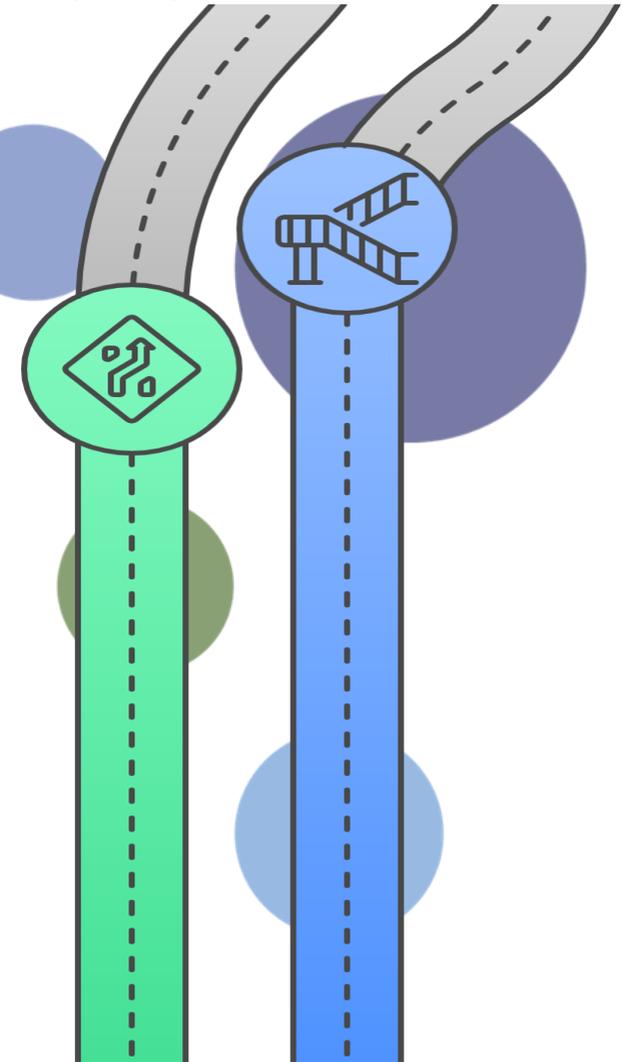
From inclusion to inclusivity

Structural and functional intersections

Flexible pathways require enabling arrangements: without appropriate learning arrangements (like aligned curricula or virtual platforms), flexibility would become „chaos” or uncertainty: students couldn't transfer credits, join joint modules, or engage in hybrid learning.

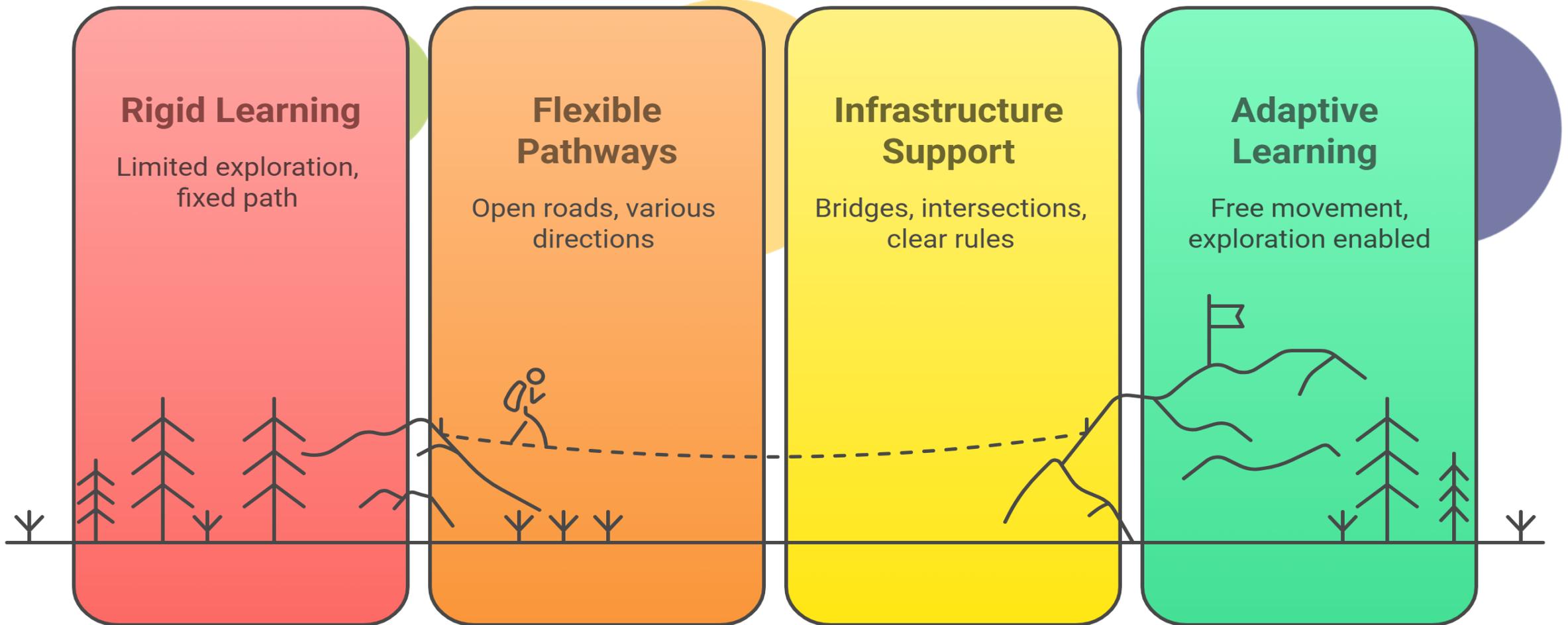
Learning arrangements

create the conditions for flexibility: innovative arrangements like joint teaching, co-designed courses, or micro-credential ecosystems intentionally build the possibility for learners to construct varied, dynamic pathways



A transformative road ahead

Flexibilisation is essential



Comparative analytical conclusions

Roads and bridges



Flexible Learning Pathways

- Learner-centred journeys across space and mode
- Driven by student choice, need, coordination, and infrastructure
- Focus on personalisation, autonomy, inclusivity
- Examples: Lifelong learning, stackable credentials



Learning Arrangements

- Institutional and pedagogical time, structures enabling those journeys
- Driven by collaboration, progression
- Focus on interoperability, quality, and access
- Examples: Modular curricula, joint teaching, digital platforms

Comparative analytical conclusions

Further reflections

There is no **flexible learning pathway** without **adaptable learning arrangements**.

Well-designed learning arrangements are only meaningful if they serve **diverse, flexible learner pathways**.

There is no flexibilization or arrangements without having benefits for the students, traditional or non-traditional.

And for the students...

Comparative analytical conclusions

Further reflections

These learning arrangements, looking to inclusion, allow students to:

- Personalise their learning
- Move fluidly between institutions at transnational level
- Study without being physically mobile, or combine mobilities: short-term mobility with virtual learning
- Return to education at any stage of life through micro-learning or modular credentials (as non-traditional students)

These arrangements also push institutions to **rethink traditional structures**, sharing resources and co-creating learning in **a truly European context**.

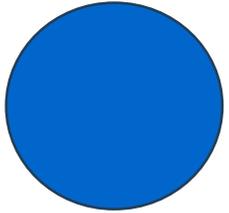
Flexible learning pathways

Learning analytics

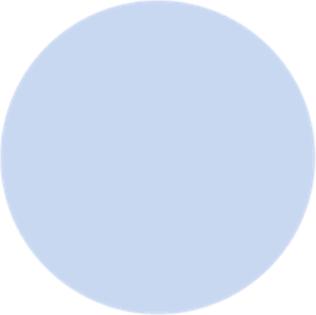
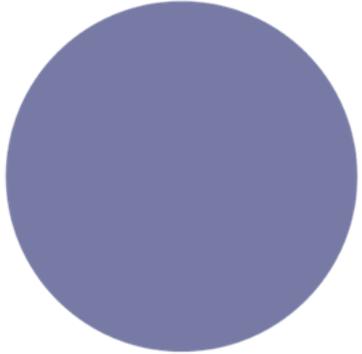
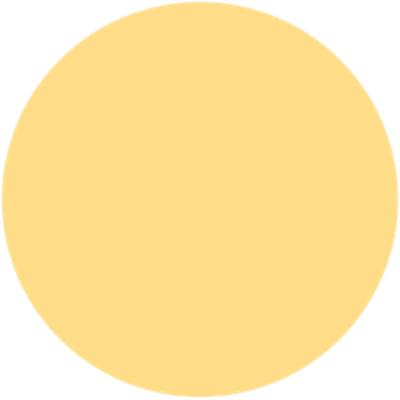
Flexible pathways have increasingly incorporated **learning analytics**, which involves analysing data on learner engagement and performance to adapt instructional methods to individual needs (Drachsler & Greller, 2012; Ifenthaler, 2015).

Learning analytics supports flexible learning by providing insights into **how learners progress** and where additional support may be necessary.





Final reflections ...



- No alliance has a QA instrument specifically dedicated to teacher-training QA
- Quality assurance is program-oriented, not staff-development-oriented
- Teacher training occurs (e.g., in UNITE!, CIVIS, ENLIGHT, EDUC...), but QA of that training is internal and not aligned across alliance partners
- Teacher-training QA is missing because alliances are designed to coordinate education, and not regulate it
- Teaching quality remains a responsibility of each university
- Alliances only assure the quality of joint programs, not the competence of staff teaching in them

Va multumim foarte mult pentru atentie !

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